



COMMISSION ON
TEACHER CREDENTIALING

Ensuring Educator Excellence

**Preconditions for
California Educator Preparation Programs**

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Preconditions for California Educator Preparation Programs

Introduction

California law provides the Commission on Teacher Credentialing with the authority to accredit institutions and approve all programs that lead to a credential to serve as an educator in California's public schools. Among other responsibilities, Section 44225 of the California Education code establishes that the Commission shall establish professional standards, assessment and examinations for entry and advancement in the education profession, adopt a framework and general standards for the accreditation of preparation programs for teachers and other certificated educators, and propose appropriate rules and regulations in this area. All institutions wishing to offer credential programs in the area of educator preparation programs must first successfully respond to the Commission's preconditions.

What is a Precondition?

A precondition is a requirement for initial and continued program approval. Unlike standards, preconditions specify requirements for program compliance, not program quality. The basis for a precondition is either 1) statute, or 2) Commission policy.

The Commission determines whether a program complies with the adopted preconditions on the basis of a program document provided by the college or university. In the program review sequence, a program that meets all preconditions is eligible for a more intensive review to determine if the program's quality satisfies the Commission's standards.

What kinds of preconditions exist?

There are essentially two kinds of preconditions. The first are those that apply to all professional preparation programs. These preconditions do not apply to subject matter programs. The second type of preconditions are those that apply to particular kinds of credential areas. Those institutions offering or applying to offer specific credential programs must respond to each of the applicable preconditions.

Who reviews preconditions?

Because preconditions are related to issues of compliance and not program quality, Commission staff typically reviews preconditions. This review is done prior to initial institutional approval and continuing accreditation site visits.

Preconditions for All Professional Preparation Programs

The following Preconditions apply to all professional preparation programs. All institutions applying for initial institutional approval or continuing accreditation of their educator preparation programs must respond to the following 10 Preconditions.

General Preconditions Established by the Commission

Pursuant to Education Code Section 44227(a), each program of professional preparation shall adhere to the following requirements of the Commission.

- (1) Accreditation and Academic Credit.** To be granted initial institutional accreditation by the Commission to become eligible to submit programs or to be granted initial program accreditation or continuing accreditation by the Committee on Accreditation, the program(s) must be proposed and operated by an institution that (a) is fully accredited by the Western Association of Schools and Colleges or another of the six regional accrediting associations, and (b) grants baccalaureate academic credit or post baccalaureate academic credit, or both. (This provision does not apply to professional preparation programs offered by school districts.)

For school districts wishing to offer a professional preparation program, the Superintendent of the district shall submit verification of the governing board's approval of sponsorship of the program.

- (2) Responsibility and Authority.** To be granted initial institutional/district accreditation by the Commission or initial program accreditation or continuing accreditation by the Committee on Accreditation, the institution/district shall provide the following information.

 - (a) Identify the position within the organizational structure that is responsible for ongoing oversight of all credential preparation programs offered by the institution/district (including credential programs offered by the extension division, if any).
 - (b) Provide a description of the reporting relationship between the position described in (a) and the individuals who coordinate each credential program offered by the institution/district. If a reporting relationship is indirect, describe the levels of authority and responsibility for each credential program.
- (3) Personnel Decisions.** To be granted initial program accreditation or continuing accreditation by the Committee on Accreditation, a program of professional preparation must be proposed and operated by an institution/district that makes all personnel decisions without considering differences due to gender or other constitutionally or legally prohibited considerations. These decisions include decisions regarding the admission, retention or graduation of students, and decisions regarding the employment, retention or promotion of employees.

- (4) **Demonstration of Need.** To be granted initial program accreditation by the Committee on Accreditation, the program proposal must include a demonstration of the need for the program in the region in which it will be operated. Such a demonstration must include, but need not be limited to, assurance by a sample of school administrators that one or more school districts will, during the foreseeable future, hire or assign additional personnel to serve in the credential category.
- (5) **Practitioners' Participation in Program Design.** To be granted initial program accreditation by the Committee on Accreditation, the program proposal must include verification that practitioners in the credential category have participated actively in the design and development of the program's philosophical orientation, educational goals, and content emphases.
- (6) **Commission Assurances.** To be granted initial program accreditation by the Committee on Accreditation, the program proposal must (a) demonstrate that the program will fulfill all of the applicable standards of program quality and effectiveness that have been adopted by the Commission; (b) assure that the institution/district will cooperate in an evaluation of the program by an external team or a monitoring of the program by a Commission staff member within four years of the initial enrollment of candidates in the program; and (c) assure that the institution/district will participate in focused reviews of one or more aspects of the program when designated by the Commission.
- (7) **Requests for Data.** To be granted initial or continuing accreditation by the Committee on Accreditation, the institution/district must identify a qualified officer responsible for reporting and respond to all requests from the Commission for data including, but not limited to, program enrollments, program completers, examination results, and state and federal reporting within the time limits specified by the Commission.

General Preconditions Established by State Law

- (8) **Faculty Participation.** Each postsecondary faculty member who regularly teaches one or more courses relating to instructional methods in a college or university program of professional preparation for teaching credentials, including Specialist Credentials, or one or more courses in administrative methods in an Administrative Services Credential program, shall actively participate in public elementary or secondary schools and classrooms at least once every three academic years. *Reference: Education Code Section 44227.5 (a) and (b)*
- (9) **California Basic Educational Skills Test.** In each program of professional preparation, applicants for program admission shall be required to take the California Basic Educational Skills Test (CBEST). The institution shall use the test results to ensure that, upon admission, each candidate receives appropriate academic assistance necessary to pass the examination. *Reference: Education Code Sections 44252 (f) and 44225 (n)*

For Internship Programs: In each internship program of professional preparation, candidates who are admitted shall be required to pass the California Basic Educational

Skills Test prior to assuming intern teaching responsibilities. *Reference: Education Code Section 44252 (b)*

Clarification of General Precondition 9

Legislative Intent. General Precondition 9 does not require passage of the CBEST for admission, only that the examination be taken. It is the intent of the Legislature that admission to a program not be denied solely on the basis of having failed to pass the CBEST. Further, it is expected that institutions will make provisions for assisting candidates in passing the exam.

Applicants Residing Out of State When They Apply for Admission. Persons residing outside of California when they apply for admission must take the CBEST no later than the second available administration of the test after enrolling in the program.

Candidate Qualifications. The standard requires that Multiple and Single Subject Credential (Program Standard 17) candidates must pass the CBEST prior to daily student teaching.

- (10) Certificate of Clearance.** A college or university that operates a program of professional preparation shall not allow a candidate to assume daily student teaching responsibilities until the candidate obtains a Certificate of Clearance from the Commission that verifies the candidate's personal identification, unless the individual has already completed the fingerprint and character identification process and has been issued a valid document by the Commission. *Reference: Education Code Section 44320 (d)*

For Internship Programs: A Certificate of Clearance must be obtained prior to assuming intern teaching responsibilities, intern counseling or psychologist responsibilities.

Preconditions for Multiple and Single Subject Programs

The following Preconditions apply to all institutions applying to the Commission for approval to offer Multiple and Single Subject Programs. Institutions must respond to the 10 General Preconditions as well as these additional preconditions.

Each program of professional preparation that leads to the issuance of Multiple or Single Subject Teaching Credentials shall adhere continually to the following requirements of California State law or Commission Policy.

- (1) Limitation on Program Length.** The professional preparation coursework that all candidates are required to complete prior to or during a professional preparation program shall be equivalent to no more than one year of full-time study at the institution.

The limitation applies to postgraduate teacher preparation programs. The limitation does not apply to blended/integrated programs of subject matter preparation and professional preparation teaching internship programs. *Reference: Education Code Section 44259 (a) and (b) (3).*

Clarification of Program Precondition 1

Professional Preparation Courses. Program Precondition 1 applies only to “professional preparation” courses, which are defined to consist of three kinds of courses: (1) student teaching and other field experience courses in which candidates learn professional practices and teaching strategies under the direction and supervision of an experienced practitioner; (2) methods courses in which candidates study and practice ways of teaching classes and organizing curricula in elementary or secondary schools; and (3) courses in which candidates study concepts, information and/or principles that are presented as bases for effective school practices, and that are presented especially for candidates to learn as prospective teachers.

Prerequisite Courses. Program Precondition 1 does not apply to prerequisite courses that meet *all* of the following conditions: (1) are necessary in order that a candidate may benefit from professional preparation; (2) do not fall within the definition of “professional preparation” shown above; and (3) are open to enrollment by all students (i.e., not limited to credential candidates). An institution must provide opportunities for candidates to establish equivalency to any prerequisite course.

Individually Prescribed Courses. Program Precondition 1 does not apply to courses that are required of a candidate based on an individualized assessment of knowledge and skills required to meet the Commission’s Standards of Candidate Competence and Performance. These courses would be prescribed when a candidate is unable to meet the candidate performance standards by completing the regular professional preparation program.

Elective Courses. Program Precondition 1 does not apply to courses that are elected by candidates and are not required by the college or university prior to student teaching or as part of the one year of professional preparation. Program Precondition 1 applies to courses that are selected by candidates from a required list of courses.

- (2) **Limitation on Student Teaching Prerequisites.** No college or university shall require candidates to complete more than the equivalent of nine semester units of professional preparation courses (as defined in Program Precondition 1) prior to allowing candidates to enroll in student teaching in elementary or secondary schools. This restriction may be increased to the equivalent of twelve semester units if the student teaching prerequisites include study of alternative methods of English language development as required by Program Precondition 3. *Reference: Education Code Section 44320 (a).*

Clarification of Program Precondition 2

Student Teaching is defined as experience in a classroom or school under the direction and supervision of an experienced practitioner to complete program requirements. Other terms sometimes used include field work, field experience, directed teaching, practice teaching, practicum, etc.

- (3) **English Language Skills.** In each program of professional preparation, the college or university or school district requires candidates to demonstrate knowledge of alternative methods of developing English language skills, including reading, among all pupils, including those for whom English is a second language, in accordance with the Commission's standards. *Reference: Education Code Section 44259 (b) and 44259.5.*
- (4) **Undergraduate Student Enrollment.** Undergraduate students of any campus of the California State University or the University of California shall be allowed to enroll in any professional preparation course, as defined in Interim Program Precondition 1. *Reference: Education Code Section 44320 (a).*

Clarification of Program Precondition 4

Program Precondition 4 does not mean that a public institution must make it possible for a candidate to complete all requirements for a baccalaureate degree and a preliminary credential in four years of full-time study or the equivalent.

- (5) **Program Admission.** The sponsor of a multiple or single subject teacher preparation program assesses each candidate's standing in relation to required subject matter preparation during the admissions process. The program admits only those candidates who meet one of the following criteria. *Reference: Education Code Sections 44227 (a).*
- The candidate provides evidence of having passed the appropriate subject matter examination(s).
 - The candidate provides evidence of having attempted the appropriate subject matter examinations(s).
 - The candidate provides evidence of registration for the next scheduled examination.
 - The candidate provides evidence of having completed a Commission approved the appropriate subject matter preparation program.

- The candidate provides evidence of continuous progress toward meeting the subject matter requirement.
 - The candidate provides evidence of enrollment in an organized subject matter examination preparation program.
- (6) **Subject Matter Proficiency.** The approved teacher preparation program sponsor determines that each candidate meets the subject matter requirement prior to student teaching, or, for intern candidates, before being given daily whole class instructional responsibilities in a K-12 school or before becoming the teacher of record in a K-12 school. *Reference: Education Code Sections 44259 (b) (5).*
- For Multiple Subject programs (traditional, internship, and/or blended/integrated), the candidate provides evidence of having passed the appropriate subject matter examination(s).
 - For Single Subject programs (traditional and/or internship), the candidate provides evidence of having passed the appropriate subject matter examination(s) or having completed the appropriate Commission-approved subject matter preparation program, or a course of study deemed equivalent by the program sponsor.
 - For Single Subject blended/integrated programs, the candidate provides evidence of having passed the appropriate subject matter examination(s), or having completed at least four-fifths (4/5) of the appropriate Commission-approved subject matter preparation program, or a course of study deemed equivalent by the program sponsor.
- (7) **Completion of Requirements.** A college or university or school district that operates a program for the Multiple or Single Subject Credential shall determine, prior to recommending a candidate for the credential, that the candidate meets all legal requirements for the credential, including but not limited to: *Reference: Education Code Sections 44259 (b) and 44283 (b) (8).*
- Possession of a baccalaureate or higher degree other than in professional education from a regionally accredited institution
 - Passage of the California Basic Education Skills Test (CBEST)
 - Completion of an accredited professional preparation program
 - Completion of the subject matter requirement
 - Demonstration of knowledge of the principles and provisions of the Constitution of the United States
 - Passage of the Teaching Performance Assessment
 - Passage of the Reading Instruction Competence Assessment (RICA) (for Multiple Subject candidates).

Preconditions for Internship Programs

The following Preconditions apply to all institutions applying to the Commission for approval to offer Internship Programs. Institutions must respond to the 10 General Preconditions as well as these additional preconditions.

For initial program accreditation and continuing accreditation by the Committee on Accreditation, participating districts and universities must adhere to the following requirements of state law or Commission policy.

- (11) **Bachelor's Degree Requirement.** Candidates admitted to internship programs must hold baccalaureate degrees or higher from a regionally accredited institution of higher education. Reference: Education Code Sections 44325, 44326, 44453.
- (12) **Subject Matter Requirement.** Each Multiple Subject intern admitted into the program has passed the Commission-approved subject matter examinations(s) for the subject area(s) in which the intern is authorized to teach. Each Single Subject intern admitted into the program has passed the Commission-approved subject matter examination(s) or completed the subject matter program for the subject areas(s) in which the intern is authorized to teach. Each Education Specialist intern admitted into the program has met the subject matter requirement for the subject area(s) in which the intern is authorized to teach. Reference: Education Code Section 44325(c) (3).
- (13) **Pre-Service Requirement.**
 - (a) Each Multiple and Single Subject Internship program must include a minimum of 120 clock hour (or the semester or quarter unit equivalent) pre-service component which includes foundational preparation in general pedagogy including classroom management and planning, reading/language arts, subject specific pedagogy, human development, and teaching English learners.
 - (b) Each Education Specialist Internship program includes a minimum of 120 clock hour (or the semester or quarter unit equivalent) pre-service component which includes foundational preparation in pedagogy including classroom management and planning, reading/language arts, specialty specific pedagogy, human development, and teaching English learners.
- (14) **Professional Development Plan.** The employing district has developed and implemented a Professional Development Plan for interns in consultation with a Commission-approved program of teacher preparation. The plan shall include all of the following:
 - (a) Provisions for an annual evaluation of the district intern.
 - (b) A description of the courses to be completed by the intern, if any, and a plan for the completion of pre-service or other clinical training, if any, including student teaching.

- (d) Additional instruction during the first semester of service, for interns teaching in kindergarten or grades 1 to 6 inclusive, in child development and teaching methods, and special education programs for pupils with mild and moderate disabilities.
- (e) Instruction, during the first year of service, for interns teaching children in bilingual classes in the culture and methods of teaching bilingual children, and instruction in the etiology and methods of teaching children with mild and moderate disabilities.
- (15) Supervision of Interns.**
- (a) In all internship programs, the participating institutions shall provide supervision of all interns.
- (b) University Intern Programs only: No intern's salary may be reduced by more than 1/8 of its total to pay for supervision, and the salary of the intern shall not be less than the minimum base salary paid to a regularly certificated person. If the intern salary is reduced, no more than eight interns may be advised by one district support person. Reference: Education Code Section 44462. Institutions will describe the procedures used in assigning supervisors and, where applicable, the system used to pay for supervision.
- (16) Assignment and Authorization.** To receive program approval, the participating institution authorizes the candidates in an internship program to assume the functions that are authorized by the regular standard credential. Reference: Education Code Section 44454. The institution stipulates that the interns' services meet the instructional or service needs of the participating district(s). Reference: Education Code Section 44458.
- (17) Participating Districts.** Participating districts are public school districts or county offices of education. Submissions for approval must identify the specific districts involved and the specific credential(s) involved. Reference: Education Code Sections 44321 and 44452. (This may include charter schools and officially designated non-public schools as well)
- (18) Early Program Completion Option. (Does not apply to an Education Specialist intern program)** Each multiple and single subject intern program must make available to candidates who qualify for the option the opportunity to choose an early program completion option, culminating in a five year preliminary teaching credential. This option must be made available to interns who meet the following requirements:
- (a) Pass a written assessment adopted by the Commission that assesses knowledge of teaching foundations as well as all of the following:
- Human development as it relates to teaching and learning aligned with the state content and performance standards for K-12 students
 - Techniques to address learning differences, including working with students with special needs
 - Techniques to address working with English learners to provide access to the curriculum
 - Reading instruction in accordance with state standards

- Assessment of student progress based on the state content and performance standards
 - Classroom management techniques
 - Methods of teaching the subject fields
- (b) Pass the teaching performance assessment. This assessment may be taken only one time by an intern participating in the early completion option. Pending implementation of the teaching performance assessment, the program may recommend an intern for a preliminary multiple subject or single subject teaching credential based on demonstrated competence in the field experience component of the internship program.
- (c) Pass the Reading Instruction Competence Assessment (RICA) (Multiple Subject Credential only).
- (d) Meet the requirements for teacher fitness.

An intern who chooses the early completion option but is not successful in passing the assessment may complete his or her full internship program (Reference: Education Code Section 44468).

- (19) **Length of Validity of the Intern Certificate.** Each intern certificate will be valid for a period of two years. However, a certificate may be valid for three years if the intern is participating in a program leading to the attainment of a specialist credential to teach students, or for four years if the intern is participating in a district intern program leading to the attainment of both a multiple subject or a single subject teaching credential and a specialist credential to teach students with mild/moderate disabilities. Reference: Education Code Section 44325 (b).
- (20) **Non-Displacement of Certificated Employees.** The institution and participating districts must certify that interns do not displace certificated employees in participating districts.
- (21) **Justification of Internship Program.** When an institution submits a program for initial or continuing accreditation, the institution must explain why the internship is being implemented. Programs that are developed to meet employment shortages must include a statement from the participating district(s) about the availability of qualified certificated persons holding the credential. The exclusive representative of certificated employees in the credential area (when applicable) is encouraged to submit a written statement to the Committee on Accreditation agreeing or disagreeing with the justification that is submitted.
- (22) **Bilingual Language Proficiency.** Each intern who is authorized to teach in bilingual classrooms has passed the language proficiency subtest of the Commission-approved assessment program leading to the Bilingual Crosscultural Language and Academic Development Certificate. Reference: Education Code Section 44325 (c) (4).

Preconditions for Education Specialist Programs

The following Preconditions apply to all institutions applying to the Commission for approval to offer Education Specialist Programs. Institutions must respond to the 10 General Preconditions as well as these additional preconditions.

Preconditions for Preliminary Education Specialist Teaching Credential Programs

In addition to the Commission's ten General Preconditions, each program of professional preparation that leads to the issuance of an Education Specialist Teaching Credential shall adhere continually to the following requirements of California State law or Commission Policy.

- (11) **English Language Skills.** In each program of professional preparation, the college or university or school district requires candidates to demonstrate knowledge of alternative methods of developing English language skills, including reading, among all pupils, including those for whom English is a second language, in accordance with the Commission's standards. *Reference: Education Code Sections 44227, 44253.1, and 44283.*
- (12) **Program Admission.** The sponsor of an education specialist teacher preparation program assesses each candidate's standing in relation to required subject matter preparation during the admissions process. The program admits only those candidates who meet one of the following criteria. *Reference: Education Code Sections 44227 (a).*
- The candidate provides evidence of having passed the appropriate subject matter examination(s).
 - The candidate provides evidence of having attempted the appropriate subject matter examinations(s).
 - The candidate provides evidence of registration for the next scheduled examination.
 - The candidate provides evidence of having completed an appropriate Commission approved subject matter preparation program.
 - The candidate provides evidence of continuous progress toward meeting the subject matter requirement.
 - The candidate provides evidence of enrollment in an organized subject matter examination preparation program.
- (13) **Subject Matter Proficiency.** The approved teacher preparation program sponsor determines that each candidate meets the subject matter requirement prior to student teaching, or, for intern candidates, before being given daily whole class instructional responsibilities in a K-12 school or before becoming the teacher of record in a K-12 school. *Reference: Education Code Section 44227.*
- Education Specialists must meet the demonstration of subject matter requirements of a Highly Qualified Teacher according to federal Public Law 108-446 Sections 1401 and 1412 and California Code of Regulations Section 6111.

- a. For those assigned to a setting that is designated as teaching an elementary curriculum per NCLB/IDEA, subject matter competence shall be accomplished by passing the examination approved by the Commission on Teacher Credentialing for Multiple Subject Teaching Credentials (currently the California Subject Examination for Teachers: Multiple Subjects.)
- b. For those assigned to teach in a setting designated as teaching a middle or high school curriculum per NCLB/IDEA, subject matter competence may be achieved by demonstration of subject matter competence in art, English, mathematics including foundational-level mathematics, music, social science, or science including foundational-level general science and specialized science. Competence may be achieved by: 1) successful passage of the authorized state exam in a single subject listed above authorized by the Commission on Teacher Credentialing (currently California Subject Examination for Teachers: Single Subject) or 2) completion of a Commission approved Single Subject Matter program or the equivalent.
- c. Those Education Specialists assigned to teach students whose curriculum is based on alternative achievement standards (i.e. alternatives to the California high school exit exam) may demonstrate subject matter competence through the same method as elementary teachers in (a) above.

Precondition #13 does not apply to Early Childhood Special Education Credential programs.

(14) Completion of Requirements. A college or university or school district that operates a program for the Education Specialist teaching credential shall determine, prior to recommending a candidate for the credential, that the candidate meets all legal requirements for the credential, including but not limited to: *Reference: Education Code Sections 44225(a), 44227,) and 44283.2(a).*

- Possession of a baccalaureate or higher degree other than in professional education from a regionally accredited institution
- Satisfaction of the Basic Skills Requirement
- Completion of an accredited professional preparation program
- Completion of the subject matter requirement
- Demonstration of knowledge of the principles and provisions of the Constitution of the United States
- Passage of the Reading Instruction Competence Assessment (RICA) [Passage of the RICA examination does not apply to Early Childhood Special Education Credential candidates Section 44283.2(b).]

Additional Preconditions for all Added Authorization Programs (AASE)

In addition to the Commission's ten General Preconditions, each program of professional preparation for an Added Authorization shall adhere continually to the following requirements of California State law or Commission Policy:

- (11) Candidates accepted into an Added Authorization program must currently hold a preliminary education specialist teaching credential or be eligible for a preliminary education specialist teaching credential prior to recommendation for the Added Authorization.
- (12) The Added Authorization courses may be considered part of coursework for completing the Clear Education Specialist program.

Additional Precondition for Early Childhood Special Education Added Authorization

In addition to the Commission's ten General Preconditions and the two Added Authorization Preconditions, each program of professional preparation for the Early Childhood Special Education Added Authorization shall adhere continually to the following requirements of California State law or Commission Policy:

- (13) Candidates accepted into the Early Childhood Special Education Added Authorization program must currently hold a preliminary education specialist teaching credential Mild/Moderate or Moderate/Severe or be eligible for the same education specialist teaching credential prior to recommendation for the Early Childhood Special Education Added Authorization.

Additional Preconditions for Adapted Physical Education Added Authorization

In addition to the Commission's ten General Preconditions and the two Added Authorization Preconditions, each program of professional preparation for the Adapted Physical Education Added Authorization shall adhere continually to the following requirements of California State law or Commission Policy:

The regulatory process for the Added Authorization in Adapted Physical Education has not been completed. At this time, the APEAA may only be added to 1) Single Subject: Physical Education, 2) Multiple Subject or 3) teaching credentials issued under prior statutes with comparable authorizations to 1-2. Once the regulatory process has been completed, a coded correspondence will be distributed.

- (13) Candidates for the Added Authorization in Adapted Physical Education must hold a teaching credential in one of the following: 1) Single Subject: Physical Education; 2) Multiple Subject; 3) Special Education Specialist; or 4) teaching credentials issued under prior statutes with comparable authorizations to 1-3.
- (14) Candidates must provide evidence of coursework in motor development and kinesiology or the equivalent or must take this coursework as a prerequisite to or concurrently with the Adapted Physical Education Added Authorization coursework.

Preconditions for Clear Education Specialist Credential Programs

In addition to the Commission's ten General Preconditions, pursuant to Education Code Sections 44227(a) and 44265, each program of Education Specialist Clear Credential preparation shall adhere to the following requirements of the Commission.

- (11) A program sponsor that operates a program for the Clear Education Specialist Credential shall determine, prior to admission to the credential program, that each candidate possesses a valid Preliminary Education Specialist Credential.
- (12) A program sponsor that operates a program for the Clear Education Specialist Credential shall provide for the development of a written Individual Induction Plan (IIP) which may include a maximum of 12 semester units of coursework, 180 hours of professional development or a combination of coursework and professional development, developed in consultation among the candidate, employer and program sponsor.
- (13) A program sponsor that operates a program for the Clear Education Specialist Credential shall ensure that each Clear Education Specialist candidate's teacher support provider holds an appropriate California special education teaching credential or has equivalent professional background and experience. The individual assigned as a support provider must be someone other than the teacher's supervisor or principal.
- (14) A program sponsor that operates a program for the Clear Education Specialist Credential shall ensure that the assignment of a support provider for each beginning teacher occurs within the first 30 days of initial teacher participation in the induction program so the candidate and the support provider can begin to develop an IIP for the support and development of each beginning teacher.
- (15) A program sponsor that operates a program for the Clear Education Specialist Credential shall ensure that the IIP will be initiated within 60 days of employment.
- (16) A program sponsor that operates a program for the Clear Education Specialist Credential shall ensure that each candidate admitted is employed in a special education position or in an educational setting that is mutually acceptable to the parties signing the Individual Induction Plan, so that the setting allows demonstration of effective teaching as described in Education Specialist Clear Credential Standards 4 through 7.

Preconditions for Other Related Services Credentials

In addition to the Commission's ten General Preconditions, pursuant to Education Code Sections 44227(a) and 44265, each program of Speech-Language Pathology Services Credential preparation shall adhere to the following requirements of the Commission.

Preconditions for the Preliminary Speech-Language Pathology Services Credential

- 11) A Commission-accredited program sponsor shall determine prior to recommending a candidate for a credential, that the candidate holds or has been recommended for a master's degree in Speech-Language Pathology from a program accredited by the American Speech-Language-Hearing Association's Council on Academic Accreditation.

Preconditions for the Clear Speech-Language Pathology Services Credential

- 11) A Commission-accredited program sponsor shall determine prior to recommending a candidate for a Clear Speech-Language Pathology Credential that the candidate has satisfied all of the following criteria:
 - a. The Candidate has a Preliminary Speech-Language Pathology Services Credential.
 - b. The Candidate holds a master's degree in speech-language pathology from a program accredited by the American Speech-Language-Hearing Association, or an equivalent degree or academic program, as determined by the American Speech-Hearing Association
 - c. The Candidate has achieved a passing score, as determined by the American Speech-Hearing-Language Association's certification requirements on the Educational Testing Services' national teachers' Praxis series written test in speech-language pathology or a successor exam.
 - d. The Candidate has completed a mentored practical experience period, in the form of a 36 week, full-time mentored clinical experience, or an equivalent supervised practicum, as deemed by the Commission.

Preconditions for Clinical or Rehabilitative Services: Audiology Preparation Programs

In addition to the Commission's ten General Preconditions, pursuant to Education Code Sections 44227(a) and 44265, each program of Audiology Services Credential preparation shall adhere to the following requirements of the Commission.

- 11) A Commission-accredited program sponsor shall determine prior to recommending a candidate for a preliminary Clinical or Rehabilitative Services: Audiology credential, that the candidate holds both a baccalaureate degree, or higher, and a valid California license as an audiologist

Preconditions for Administrative Services Programs

The following Preconditions apply to all institutions applying to the Commission for approval to offer Administrative Services Programs. Institutions must respond to the 10 General Preconditions as well as these additional preconditions.

Specific Preconditions for the Preliminary Administrative Services Credential

Each program of professional preparation that leads to the issuance of a Preliminary Administrative Services Credential shall adhere continually to the following requirements of California State laws.

- (11) **Prerequisite Degree and Credential.** An entity that operates a program for the Preliminary Administrative Services Credential shall determine, prior to recommending a candidate for the credential, that the candidate possesses a baccalaureate degree and a valid teaching credential; or a services credential with a specialization in pupil personnel services, library services, health services, or clinical rehabilitative services; or a designated subjects credential and a baccalaureate degree. *Statutory basis: Education Code Section 44270(a)(1)*

For Internship Programs: An entity that operates a program of preparation for the Preliminary Administrative Services Credential with an Internship shall require each candidate who is admitted into an Internship Program to possess the appropriate prerequisite credential prior to assuming internship administrative responsibilities. *Statutory basis: Education Code Section 44270(a)(1)*

- (12) **Experience Requirement.** An entity that operates a program for the Preliminary Administrative Services Credential shall determine, prior to recommending a candidate for the credential, that the candidate has verified experience of a minimum of three years of successful, full-time classroom teaching in public or private schools; or three years of experience appropriate to the services credential listed in (1) above; or three years of experience with a designated subjects credential. *Statutory basis: Education Code Section 44270(a)(2)*

For Internship Programs: An entity that operates a program of preparation for the Preliminary Administrative Services Credential with an Internship shall determine that each candidate who is admitted into an Internship Program has verified experience of a minimum of three years of successful full-time teaching or services as described above prior to assuming internship administrative responsibilities. *Statutory basis: Education Code Section 44270(a)(2)*

Specific Preconditions for the Professional Clear Administrative Services Credential

- (11) **Initial Employment Requirement.** An entity that operates a program for the Professional Clear Administrative Services Credential shall determine, prior to admission to the credential program, that the candidate is employed in a position requiring an administrative credential. *Statutory basis: Education Code Section 44270 (b) and 44270.1 (a)(2)*

- (12) **Prerequisite Credential.** An entity that operates a program for the Professional Clear Administrative Services Credential shall determine, prior to admission to the credential program, that the candidate possesses a valid Preliminary Administrative Services Credential. *Statutory basis: Education Code Section 44270.1 (a)(1)*
- (13) **Individualized Induction Plan.** An entity that operates a program for the Professional Clear Administrative Services Credential shall provide for the development of a written individualized program of professional development activities (professional credential induction plan) for the advanced preparation program based upon individual needs. The plan shall be developed in consultations among the candidate, employer and university representative. *Statutory basis: Education Code Section 44270.1 (a)(3)*
- (14) **Non-university Activities Option.** A college or university that operates a program for the Professional Clear Administrative Services Credential may allow approved non-university activities to be included in the professional credential induction plan in consultations among the candidate, employer's representative and university representative. *Statutory basis: Education Code Section 44270.1 (a)(3)*
- (15) **Administrative Experience Requirement.** An entity that operates a program for the Professional Clear Administrative Services Credential shall determine, prior to recommending a candidate for the credential, that the candidate has verified completion of a minimum of two years of successful experience in a full-time administrative position in a public school or private school of equivalent status while holding the Preliminary Administrative Services Credential. *Statutory basis: Education Code Section 44270.1 (a)(2)*
- (16) **Inclusion of University Coursework.** An entity that operates a program for the Professional Clear Administrative Services Credential shall ensure that the professional credential induction plan developed for each candidate includes university coursework among the required professional development activities. *Statutory basis: Education Code Section 44270.1(a)(3)*

** These preconditions do not apply to the guidelines-based professional clear programs.*

Preconditions for Pupil Personnel Services Programs

The following Preconditions apply to all institutions applying to the Commission for approval to offer Pupil Personnel Services Programs. Institutions must respond to the 10 General Preconditions as well as these additional preconditions.

- (11) **Specialization Requirements.** A college or university that operates a program of professional preparation shall have a curriculum that meets the requirements of (A) and one or more of (B), (C), (D), and (E) as specified below. Statutory basis: Title 5 California Code of Regulations, Section 80632, Article 2, Professional Preparation Programs.
- (A) In order to meet the scholastic needs of school pupils with a diverse range of needs, abilities and expectations, all programs approved as preparation in pupil personnel services shall give primary emphasis to helping public school pupils to achieve academic success by emphasizing the importance of academic advising. Persons admitted to programs must have a minimum of a baccalaureate degree from an accredited college or university in a subject other than Education.
 - (B) Credit for successful completion of a program of study for the **school counselor specialization** shall be: Equivalent to a minimum of 48 semester units or 72 quarter units; or 720 classroom hours of post baccalaureate study.
 - (C) Credit for successful completion of a program of study for the **school social work specialization** shall be: Equivalent to a minimum of 45 semester units or 67.5 quarter units; or 675 classroom hours of postgraduate study.
 - (D) Credit for successful completion of a program of study for the **school psychologist specialization** shall be: Equivalent to a minimum of 60 semester units or 90 quarter units; or 900 classroom hours of postgraduate study.
 - (E) Credit for successful completion of a program of study for the added **child welfare and attendance services specialization** shall be: Equivalent to a minimum of 9 semester units or 13 quarter units; or 135 classroom hours of postgraduate study.

Preconditions for Adapted Physical Education Programs

The following Preconditions apply to all institutions applying to the Commission for approval to offer Adapted Physical Education Programs. Institutions must respond to the 10 General Preconditions as well as these additional preconditions.

- (11) Candidates to an Adaptive Physical Education Program must hold a prerequisite teaching credential which authorizes the teaching of physical education. The following credentials are acceptable: Single Subject in Physical Education, Multiple Subject, Standard Secondary with a major or minor in Physical Education, Standard Elementary with an academic major or a major or minor in Physical Education, Standard Early Childhood, Special Secondary in Physical Education, General Secondary, General Junior High School, General Elementary, General Kindergarten Primary. A Single Subject Teaching Credential with a supplementary authorization in sports and games or Introductory Physical Education is not a valid basic teaching credential for the Adapted Physical Education Specialist Credential. *Statutory basis: Education Code Sections 44225 and 56363(b)(5); and Title 5, California Code of Regulations, Sections 80046 and 0046.1*

Preconditions for Agriculture Specialist Programs

There are no preconditions specifically for Agriculture Specialist Programs. However, programs must address the 10 General Institutional Preconditions.

Preconditions for Mathematics Specialist Programs

There are no preconditions specifically for Mathematics Specialist Programs. However, programs must address the 10 General Institutional Preconditions.

Preconditions for Reading Certificate and the Reading and Language Arts Specialist Programs

There are no preconditions specifically for Reading Certificate or Reading and Language Arts Specialist Programs. However, programs must address the 10 General Institutional Preconditions.

Preconditions for California Teachers of English Learners (CTEL) Programs for CLAD Certification

The following Preconditions apply to all institutions applying to the Commission for approval to offer the California Teachers of English Learners Programs for CLAD Certification. Institutions must respond to the 10 General Preconditions as well as these additional preconditions.

To be approved by the Commission, a California Teachers of English Learners (CTEL) Program for CLAD Certification must comply with the following preconditions.

- (1) Per Title 5, Section 80015 (a)(3), each program for the California Teachers of English Learners shall require completion of 24 semester units (or 36 quarter units) or 12 upper-division/graduate semester units (or 18 quarter upper division/graduate quarter units) in the approved course work for the certificate.
- (2) Per Title 5, Section 80015.2(a), applicants recommended for a Crosscultural, Language, and Academic Development Certificate (CLAD) must possess a valid California teaching credential, services credential, children's center instructional permit, or children's center supervision permit which authorized the holder to provide instruction to pupils in preschool, kindergarten, any of grades 1 to 12 inclusive, or classes primarily organized for adults except the following:
 - a. Emergency credentials or permit,
 - b. Exchange credentials as specified in Education Code Section 44333,
 - c. District intern certificates as specified in Education Code Section 44325,
 - d. Sojourn certificated employee credentials as specified in Education Code Section 44856;
 - e. Teacher education internship credentials as specified in Article 3 (commencing with Education Code Section 44450) of Chapter 3;

Preconditions for Library Media Teacher Programs

There are no preconditions specifically for Library Media Teacher Programs. However, programs must address the 10 General Institutional Preconditions.

School Nurse Services Preparation Programs

The following Preconditions apply to all institutions applying to the Commission for approval to offer the School Nurse Services Certification. Institutions must respond to the 10 General Preconditions as well as this additional precondition.

11. A Commission-accredited program sponsor shall determine prior to recommending a candidate for a preliminary school nurse credential, that the candidate holds both a baccalaureate degree, or higher, and a valid California license as a registered nurse.

Preconditions for the Designated Subjects **Adult Education Teaching Credentials**

The following Preconditions apply to all institutions applying to the Commission for approval to offer Designated Subjects Adult Education Teacher Credential Programs. Institutions must respond to the 10 General Preconditions as well as these additional preconditions.

- (11) To be granted preliminary approval or continued approval by the Commission as a program of personalized preparation, the program must be developed, submitted and implemented by an LEA. An LEA, as it applies to Designated Subjects Adult Education Teaching Credentials means any of the following categories of agencies:
- a. A California public school or consortium of school districts;
 - b. A California county superintendent of schools office;
 - c. A California regional occupational program or center;
 - d. A California State Agency;
 - e. A Commission-approved teacher preparation institution.
- Source: California Administrative Code, Title 5, Education, Section 80034(c)*
- (12) a. A LEA desiring to develop a program of personalized preparation for the designated subjects teaching credential or for the designated subjects supervision and coordination credential shall file with the Commission on Teacher Credentialing an application for approval, signed by the Chief Administrative Officer of the agency or agencies constituting the LEA. This application shall include a complete description of how the program will meet each standard of program quality and effectiveness with a particular focus upon how the LEA proposes to assure that candidates will acquire the competencies, skills and knowledge required.
- b. The Commission will approve programs after the review of the application, when such application reflects that the program submitted by the LEA meets the requirements. Programs will be monitored by the Commission to determine if the requirements are being met. *Source: California Administrative Code, Title 5, Education, Section 80040*
- (13) To be granted preliminary approval by the Commission as a program of personalized preparation, the program proposal must:
- a. demonstrate that the program will fulfill all of the applicable standards of program quality and effectiveness that have been adopted by the Commission, and
 - b. include assurances that
 - 1. the LEA will cooperate in an evaluation of the program by an external team or a monitoring of the program by a Commission staff member within four years of the initial enrollment of candidates in the program, and
 - 2. that the LEA will respond to all requests of the Commission for data regarding program enrollments and completions within the time limits specified by the Commission. *Source: Commission adopted policy*

- (14) To be granted continued approval by the Commission as a program of personalized preparation, the LEA must respond to all requests of the Commission for data regarding program enrollments and completions within the time limits specified by the Commission. *Source: Commission adopted policy*

Preconditions for the Designated Subjects **Career Technical Education Teaching Credentials**

The following Preconditions apply to all institutions applying to the Commission for approval to offer Designated Subjects Career Technical Education Teaching Credentials. Institutions must respond to the 10 General Preconditions as well as these additional preconditions.

- (11) To be granted preliminary approval or continued approval by the Commission as a program of personalized preparation, the program must be developed, submitted and implemented by an LEA. An LEA, as it applies to Designated Subjects Vocational Education Teaching Credentials means any of the following categories of agencies:
- a. A California public school or consortium of school districts;
 - b. A California county superintendent of schools office;
 - c. A California regional occupational program or center;
 - d. A California State Agency;
 - e. A Commission-approved teacher preparation institution.

Source: California Administrative Code, Title 5, Education, Section 80034(c)

- (12) a. A LEA desiring to develop a program of personalized preparation for the designated subjects teaching credential or for the designated subjects supervision and coordination credential shall file with the Commission on Teacher Credentialing an application for approval, signed by the Chief Administrative Officer of the agency or agencies constituting the LEA. This application shall include a complete description of how the program will meet each standard of program quality and effectiveness with a particular focus upon how the LEA proposes to assure that candidates will acquire the competencies, skills and knowledge required.
- b. The Commission will approve programs after the review of the application, when such application reflects that the program submitted by the LEA meets the requirements. Programs will be monitored by the Commission to determine if the requirements are being met. *Source: California Administrative Code, Title 5, Education, Section 80040*
- (13) To be granted preliminary approval by the Commission as a program of personalized preparation, the program proposal must:
- a. demonstrate that the program will fulfill all of the applicable standards of program quality and effectiveness that have been adopted by the Commission, and

- b. include assurances that 1 the LEA will cooperate in an evaluation of the program by an external team or a monitoring of the program by a Commission staff member within four years of the initial enrollment of candidates in the program, and 2 that the LEA will respond to all requests of the Commission for data regarding program enrollments and completions within the time limits specified by the Commission. *Source: Commission adopted policy*
- (14) To be granted continued approval by the Commission as a program of personalized preparation, the LEA must respond to all requests of the Commission for data regarding program enrollments and completions within the time limits specified by the Commission. *Source: Commission adopted policy*

Preconditions for Single Subject Matter Programs

The following Preconditions apply to all institutions applying to the Commission for approval to offer Single Subject Matter Programs. Institutions apply for these programs need NOT respond to the 10 General Preconditions.

In addition to describing how a program meets each standard of program quality, the program document by an institution shall include the course titles, unit designations, catalog descriptions and syllabi of all courses in the program that are used to meet the standards. Program documents must include a matrix chart that identifies which courses meet which standards.

Following are Preconditions for the listed subject areas:

- English
- Mathematics
- Social Science
- Science
- Art
- Music
- Physical Education
- Languages other than English (LOTE)
- Agriculture
- Business
- Health
- Home Economics
- Industrial and Technology Education
- Driver Education and Training

Preconditions for the Approval of Subject Matter Programs in English

To be approved by the Commission, a Subject Matter Program in English must comply with the following preconditions.

- (1) Each Program of Subject Matter Preparation for the Single Subject Teaching Credential in English shall include (a) a minimum of 36 semester units (or 54 quarter units) of core coursework in English and related subjects that are commonly taught in departmentalized classes in California public schools, and (b) a minimum of 12 semester units (or 18 quarter units) of coursework that provides extended study of the subject. These two requirements are elaborated in Preconditions 2 and 3.

- (2) The core (breadth) of the program shall include coursework in (or directly related to) the following subjects that are commonly taught in departmentalized classes of English and related subjects in the public schools, including:
 - Literature and Textual Analysis;
 - Language, Linguistics, and Literacy;
 - Composition and Rhetoric; and
 - Communications: Speech, Media, and Creative Performance.
- (3) Extended studies in the program (breadth, depth, perspective, concentrations) designed to supplement the core of the program may be offered in any or all of the following patterns:
 - A combination of related content areas within or across domains
 - A concentration in one domain
 - A concentration in any content area within a domain

Preconditions for the Approval of Subject Matter Programs in Mathematics

To be approved by the Commission, a Subject Matter Program in Mathematics must comply with the following preconditions.

- (1) Each program of subject matter preparation for the Single Subject Teaching Credential in Mathematics shall include (a) a minimum of 30 semester units (or 45 quarter units) of core mathematics coursework that is directly related to subjects that are commonly taught in departmentalized mathematics classes in California public schools, and (b) a minimum of 15 semester units (or 22 quarter units) of coursework that provides extended study of the subject. These two requirements are elaborated in Preconditions 2 and 3.
- (2) The core of the program shall include coursework in subjects commonly taught in departmentalized classes of mathematics and related subjects in the California public schools such as algebra (or demonstrated proficiency), geometry, number theory, calculus, history of mathematics, and statistics and probability.
- (3) Extended studies (breadth, depth, perspective, concentrations) in the program shall be designed to supplement the core of the program.

Preconditions for the Approval of Subject Matter Programs in Social Science

To be approved by the Commission, a Subject Matter Program in Social Science must comply with the following preconditions.

- (1) Each Program of Subject Matter Preparation for the Single Subject Teaching Credential in Social Science shall include (a) a minimum of 30 semester units (or 45 quarter units) of core coursework in history and social science subjects that are commonly taught in departmentalized classes in California public schools, and (b) a minimum of 15 semester units (or 22 quarter units) of coursework that provides extended study of the subject. These two requirements are elaborated in Preconditions 2 and 3 below.
- (2) The core of the program shall include coursework in (or directly related to) the following subjects that are commonly taught in departmentalized classes in California public schools: history and geography of the world, the United States, and California; government; and economics.
- (3) Extended studies (breadth, depth, perspective, concentrations) in the program shall be designed to supplement the core of the program.

Preconditions for the Approval of Subject Matter Programs in Science

To be approved by the Commission, a Subject Matter Program in Science must comply with the following preconditions.

- (1) Each Program of Subject Matter Preparation for the Single Subject Teaching Credential in Science shall include (a) a minimum of 24 semester units (or 36 quarter units) of core coursework in science subjects and related subjects that are commonly taught in departmentalized classes in California public schools, and (b) a minimum of 18 semester units (or 27 quarter units) of coursework that provides extended study of the subject, and (c) 3 semester units (or 5 quarter units) in the subject. These requirements are elaborated in Preconditions 2 and 3.
- (2) The core of the program (Breadth of Study) shall include coursework in (or directly related to) biological sciences, chemistry, geosciences and physics as commonly taught in departmentalized science classes in California public schools.
- (3) Extended studies in the program (Depth of Study) shall include at least one concentration of the four science areas. Each concentration shall comprise at least 18 semester units or 27 quarter units. In addition the program shall include at least 3 semester units (5 quarter units) of additional extended study, either designated as breadth or depth studies at the discretion of the institution.

Preconditions for the Approval of Subject Matter Programs in Art

To be approved by the Commission, a Subject Matter Program in art must comply with the following preconditions.

- (1) Each Program of Subject Matter Preparation for the Single Subject Teaching Credential in Art shall include (a) a minimum of 36 semester units (or 54 quarter units) of core coursework in art and related subjects that are commonly taught in departmentalized classes in California public schools, and (b) a minimum of 12 semester units (or 18 quarter units) of coursework that provides extended study of the subject. These two requirements are elaborated in Preconditions 2 and 3.
- (2) The core (breadth) of the program shall include coursework in (or directly related to) subjects that are commonly taught in departmentalized classes of art and related subjects in the California public schools, including two-dimensional art, three-dimensional art, new and emerging art, media art, art history, art criticism, and the history and theories of learning in art.
- (3) Extended studies in the program (breadth, depth, perspective, concentrations) shall be designed to supplement the core of the program.

Preconditions for the Approval of Subject Matter Programs in Music

To be approved by the Commission, a Subject Matter Program in Music must comply with the following preconditions.

- (1) Each Program of Subject Matter Preparation for the Single Subject Teaching Credential in Music shall include (a) a minimum of 30 semester units (or 45 quarter units) of core coursework in music subjects and related subjects that are commonly taught in departmentalized classes in California public schools, and (b) a minimum of 15 semester units (or 22 quarter units) of coursework that provides extended study of the subject. These two requirements are elaborated in Preconditions 2 and 3 below.
- (2) The core of the program shall include coursework in (or directly related to) subjects that are commonly taught in departmentalized classes of music and related subjects in the public schools, including general music, music theory, music history, ensemble performance, and applied instrumental or vocal music.
- (3) Extended studies (breadth, depth, perspective, concentrations) in the program shall be designed to supplement the core of the program.

Preconditions for the Approval of Subject Matter Programs in Physical Education

To be approved by the Commission, a Subject Matter Program in Physical Education must comply with the following preconditions.

- (1) Each Program of Subject Matter Preparation for the Single Subject Credential in Physical Education shall consist of (a) at least 24 semester units (or 36 quarter units) of core coursework in physical education and related subjects commonly taught in California public schools and (b) 21 semester units (or 32 quarter units) of coursework that provides extended study of the subject. These two requirements are elaborated in Preconditions 2 and 3 below.
- (2) The core of the program shall include coursework in (or directly related to) foundations in human movement as commonly taught in California public schools (Standards 11, 12, 13, 15, 16 and 17).
- (3) Extended studies (breadth, depth, perspective, concentrations) in the program shall include coursework designed to provide experiences in and applications of movement concepts and forms as taught in California public schools (Standard 14). A concentration may, at the choice of the institution, be created with additional coursework in one of the nine areas of human movement. If a concentration is created, the coursework will be in addition to the units for applications of movement, concepts and form.

Preconditions for the Approval of Subject Matter Programs in Languages Other than English

To be approved by the Commission, a Subject Matter Program in Languages Other than English must comply with the following preconditions.

- (1) Each Program of Subject Matter Preparation for the Single Subject Credential in Languages Other Than English shall prepare prospective teachers in one language other than English, and shall include at least 33 semester units (or 50 quarter units) of advanced (non-introductory) coursework in the language and in related subjects commonly taught in California public schools.
- (2) The program coursework in (or directly related to) a language other than English shall include language, culture, linguistics, literature, and other related subjects commonly taught in California public schools. All courses used to meet the standards in the program shall be taught in the target language, with the exception of programs for classical languages such as Greek and Latin.

Preconditions for the Approval of Subject Matter Preparation Programs in Agriculture

To be approved by the Commission, a Subject Matter Program in Agriculture must comply with the following preconditions.

- (1) Each program of subject matter preparation for the Single Subject Teaching Credential in agriculture shall include (a) a minimum of 32 to 36 semester units (or 48 to 54 quarter units) of core coursework in industrial and technology education and related subjects that are commonly taught in departmentalized classes in California public schools, and (b) a minimum of 9 to 12 semester units (or 14 to 20 quarter units) of coursework that provides extended study of the subject. These two requirements are elaborated in Preconditions 2 and 3.
- (2) The core (breadth) of the program shall include coursework in (or directly related to) subjects that are commonly taught in departmentalized classes of agriculture: plant and soil science, ornamental horticulture, agricultural business and economics, environmental science and natural resource management, and agricultural systems technology which will fulfill Standards 11 through 16.
- (3) Extended studies in the program (breadth, depth, perspective, concentrations) shall be designed to supplement the core of the program with specialization as described in Standard 17.

Preconditions for the Approval of Subject Matter Programs in Business

To be approved by the Commission, a Subject Matter Program in business must comply with the following preconditions.

- (1) Each Program of Subject Matter Preparation for the Single Subject Teaching Credential in business shall include (a) a minimum of 30 semester units (or 45 quarter units) of core coursework in business and related subjects that are commonly taught in departmentalized classes in California public schools, and (b) a minimum of 15 semester units (or 22 quarter units) of coursework that provides extended study of the subject. These two requirements are elaborated in Preconditions 2 and 3.
- (2) The core (breadth) of the program shall include coursework in (or directly related to) subjects that are commonly taught in departmentalized classes of business and related subjects in the California public schools, including accounting and finance, business communications, business law, business management, computer applications and information technology, economics, entrepreneurship, and marketing.
- (3) Extended studies in the program (breadth, depth, perspective, concentrations) shall be designed to supplement the essential core of the program.

Preconditions for the Approval of Subject Matter Programs in Health

To be approved by the Commission, a Subject Matter Program in health must comply with the following preconditions.

- (1) Each Program of Subject Matter Preparation for the Single Subject Teaching Credential in Health Science shall include (a) a minimum of 30 semester units (or 45 quarter units) of core coursework in health science and related subjects that are commonly taught in departmentalized classes in California public schools, and (b) a minimum of 18 semester units (or 27 quarter units) of coursework that provides extended study of the subject. These two requirements are elaborated in Preconditions 2 and 3.
- (2) The core (breadth) of the program shall include coursework in (or directly related to) the following subjects that are commonly taught in departmentalized classes of health science and related subjects in the public schools: health, Coordinated School Health, drug abuse (including alcohol and tobacco), violence prevention, family life, sexually transmitted disease (including HIV and AIDS), fitness and nutrition, disease prevention, health promotion and legislative mandates.
- (3) Extended studies in the program (breadth, depth, perspective, concentrations) designed to supplement the core of the program in the areas of scientific and behavioral foundations including human biology (anatomy/physiology, microbiology, chemistry), psychology/sociology (including adolescence), and personal health.

Preconditions for the Approval of Subject Matter Programs in Home Economics

To be approved by the Commission, a Subject Matter Program in Home Economics must comply with the following preconditions.

- (1) Each Program of Subject Matter Preparation for the Single Subject Teaching Credential in Home Economics shall include (a) a minimum of 36 semester units (or 54 quarter units) of core coursework in English and related subjects that are commonly taught in departmentalized classes in California public schools, and (b) a minimum of 12 semester units (or 18 quarter units) of coursework that provides extended study of the subject. These two requirements are elaborated in Preconditions 2 and 3.
- (2) The core (breadth) of the program shall include coursework in (or directly related to) the following subjects that are commonly taught in departmentalized classes of health science and related subjects in the public schools: personal, family and child development; nutrition, foods and hospitality; fashion and textiles; housing and interior design; consumer education; or other related subjects commonly taught in California public schools
- (3) Extended studies in the program (breadth, depth, perspective, concentrations) designed to supplement the core of the program may be offered in any or all of the following patterns:
 - A combination of related content areas within or across domains
 - A concentration in one domain
 - A concentration in any content area within a domain

Preconditions for the Approval of Single Subject Matter Programs in Industrial and Technology Education

To be approved by the Commission, a Subject Matter Program in industrial and technology education must comply with the following preconditions.

- (1) Each Program of Subject Matter Preparation for the Single Subject Teaching Credential in industrial and technology education shall include (a) a minimum of 36 semester units (or 54 quarter units) of core coursework in industrial and technology education and related subjects that are commonly taught in departmentalized classes in California public schools, and (b) a minimum of 9 semester units (or 15 quarter units) of coursework that provides extended study of the subject. These two requirements are elaborated in Preconditions 2 and 3.
- (2) The core (breadth) of the program shall include coursework in (or directly related to) subjects that are commonly taught in departmentalized classes of industrial and technology education and related subjects in the California public schools, including foundations of the nature of technology and introductions to power and energy, information and communication, and project and product development. These subjects should be understood to also include building and construction, manufacturing, engineering and transportation as appropriate.
- (3) Extended studies in the program (breadth, depth, perspective, concentrations) shall be designed to supplement the core of the program as described in Standard 12.

Subject Matter Programs in Driver Education and Training

- (1) To be granted preliminary approval or continued approval by the Commission, a subject matter program for the Designated Subjects Special Subjects Teaching Credential in Driver Education and Training shall include 12 semester hours, or 180 clock hours, of subject matter course work and/or staff development work in driver education and training.
- (2) To be granted preliminary approval or continued approval by the Commission as a subject matter program for the Designated Subjects Special Subjects Teaching Credential in Driver Education and Training, the program must be developed, submitted and implemented by a Local Education Agency (LEA). An LEA, as it applies to subject matter programs in driver education and training, means any of the following categories of agencies:
 - a. A California public school district or consortium of school districts;
 - b. A California county superintendent of schools office;
 - c. A California regional occupational program or center;
 - d. A California State Agency;
 - e. A Commission-approved teacher preparation institution.
- (3) An LEA desiring to develop a subject matter program for the Designated Subjects Special Subjects Teaching Credential in Driver Education and Training shall file with the Commission a request for preliminary approval or continued approval, signed by the

Chief Administrative Officer of the agency or each agency constituting the LEA. This request shall include a complete description of how the program will meet all requirements, including each standard of program quality and effectiveness adopted by the Commission, with a particular focus upon how the LEA proposes to assure that students will acquire the competencies, skills and knowledge required.

- (4) The Commission will approve a subject matter program for the Designated Subjects Special Subjects Teaching Credential in Driver Education and Training after a review of the request, when such request reflects that the program submitted by the LEA meets the requirements and standards. Programs will be monitored by the Commission to determine if the requirements and standards are continuing to be met.
- (5) To be granted preliminary approval by the Commission for a subject matter program for the Designated Subjects Special Subjects Teaching Credential in Driver Education and Training, the program must:
 - a. Demonstrate that the program will fulfill all of the applicable regulations and standards that have been adopted by the Commission, and
 - b. Include assurances that:
 - 1. The LEA will cooperate in an evaluation of the program by an external team or monitoring of the program by a Commission staff member within four years of the initial enrollment of students in the program, and
 - 2. The LEA will respond to all requests of the Commission for data regarding program enrollments and completions within the time limits specified by the Commission.